


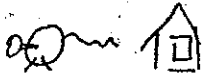



Reading and Writing Developmental Stages Observation Checklist

The observation checklist can be used to record individual children's development in reading and writing over the course of a year. Use the spaces provided to note benchmark behaviors (e.g., 9/10/03 Makes horizontal scribbles). This document can be found in the blackline masters.

Student _____ Teacher _____

A=Pre-K

Date Observed	Reading	Explore Words Placement	Date Observed	Writing	Examples
_____	Engages in conversations	A1 Easy	_____	Draws	
_____	Participates in lap reading		_____	Scribbles	
_____	Has experience with print and books	A1 Med	_____	Colors	
_____	Holds books		_____	Produces single "words" or pictures	
_____	Pages through books	A1 Hard	_____	Makes horizontal scribbles	
_____	Talks while looking at books	A2 Easy	_____	Forms random letters	DALTB PRLSWM
_____	Appears comfortable with books	A2 Med	_____	Repeats shapes	0000000
_____	Tells story using pictures	A2 Hard	_____	Draws pictures with letters	Mmmmm
_____	Discriminates words in a sentence	A3 Easy	_____	Creates multiple pictures or "events"	
_____	Memorizes stories	A3 Med	_____	Shows evidence of understanding logical sequence of events (e.g., pictures, "words")	
_____	Recognizes some letters	A3 Hard	_____	Copies letters	AA A AA
_____	Recognizes some common words	A4 Easy	_____	Copies environmental print	MC DONALD
_____	Generally connects print and spoken words	A4 Med	_____	Tells stories to go with representations (e.g., pictures, "words")	
_____		A4 Hard	_____	Understands that letters have meaning	

Reading and Writing Developmental Stages Observation Checklist

B = Kinder. (continued)

Date Observed	Reading	Explore Words Placement	Date Observed	Writing	Examples
_____	Shows early phonemic awareness	B1 Easy	_____	Understands that letters represent sounds	p
_____	Knows that text does not change from one reading to the next	B1 Med	_____	Copies words	I LIKE ME
_____	Has concept of word		_____	Uses letters to communicate	
_____	Shows phonemic awareness	B1 Hard	_____	Uses some initial consonants to represent words	M N M S
_____	Knows alphabet letters and sounds	B2 Easy	_____	Uses initial consonants regularly to represent words	prq
_____	Recognizes high-frequency words	B2 Med	_____	Shows evidence of sentence structure	
_____	Shows increasing vocabulary		_____	Shows evidence of editing (e.g., self-corrections, rewriting)	My fav
_____	Matches spoken words with text	B2 Hard	_____	Uses multiple sentences to convey message	
_____	Represents final consonants	B3 Easy	_____	Demonstrates in writing a sense of story	I edit BK's
_____	Consistently reads own writing		_____	Represents final consonants	
_____	Perceives patterns in print	B3 Med	_____	Represents some medial consonants	
_____	Retells stories in own words	B3 Hard	_____	Places spaces between words some of the time	cgT I like T
_____	Reads aloud to self	B4 Easy	_____	Represents vowel sounds	
_____	Makes predictions about stories	B4 Med	_____	Places spaces between words regularly	My Name
_____	Notices punctuation	B4 Hard	_____	"Writes" independently	
			_____	Uses both uppercase and lowercase letters	
			_____	Uses inventive spelling much of the time	
			_____	Understands that a sequence of letters represents a sequence of sounds	BAIYN
			_____	Correctly spells some high-frequency words	

C = 1st grade

Lynn Eisinger Reader

Date Observed	Reading	Explore Words Placement	Date Observed	Writing
	Consistently recognizes patterns in print	C1 Easy		Uses full inventive spelling consistently
	Uses a variety of strategies to decode unknown words	C1 Med		Demonstrates a developing understanding of spelling patterns (e.g., double letters, vowel combinations)
	Recognizes 50% of the common high-frequency words	C1 Hard		Spells many high-frequency words correctly
	Recognizes regularly spelled one- and two-syllable words			Represents initial blends
	Generally uses punctuation in reading for meaning and with inflection			Begins to adjust own rules to spelling conventions
	Recognizes whether words make sense in context	C2 Easy		Uses some punctuation
	Uses knowledge of spelling and context to decode difficult words	C2 Med		Writes many sentences (some may be run-on)
	Checks attempts to decode words against knowledge of sound-symbol relationships	C2 Hard		Shows evidence of self-correction
	Considers whether decoded words make sense in the print context			Spells decodable words
	Reads own and others' writing and suggests revisions and edits	C3 Easy		Elaborates on ideas in writing
	Retells with accurate details and sequence	C3 Med		Uses more conventional sentence structures
	Generally reads and understands complex sentence structure	C3 Hard		Uses capitalization
	Makes predictions when reading			Begins to use vowel with r
	Recognizes cause and effect			Writes in different genres
	Self-selects from a variety of genres	C4 Easy		Uses silent e rule occasionally
	Recognizes characteristics of different genres	C4 Med		Uses different types of sentence structures
	Reads a variety of sentence structures with comprehension and fluency	C4 Hard		Spells decodable two-syllable words correctly sometimes
	Recognizes 70% of the common high-frequency words			Uses personal experiences and imagination to convey ideas
	Extends or modifies stories			Incorporates beginning and subsequent events in stories
	Identifies basic story elements			Elaborates on ideas
	Articulates new information gained from reading and connects to personal experience and other text			Uses silent e rule more frequently

Note: These indicators of reading and writing development might be observed in more than one placement level.

D=2nd grade

Date Observed	Reading	Explore Words Placement	Date Observed	Writing
_____	Independently reads aloud unfamiliar, developmentally appropriate text with accuracy and comprehension	D1 Easy	_____	Uses some conventional spelling patterns
_____	Connects the meaning between earlier and later parts of a given text	D1 Med	_____	Edits with increased frequency
_____	Recognizes when interpretation of text does not make sense and rereads	D1 Hard	_____	Writes on different topics
_____	Reads a variety of topics		_____	Demonstrates early paragraphing skills
_____	Compares different organizational structures in text		_____	Uses silent <i>e</i> rule consistently
_____	Tracks characters' situations and actions across time and events, in fiction and nonfiction	D2 Easy	_____	Sequences ideas logically
_____	Discusses authors' differing styles, devices, and voice	D2 Med	_____	Uses <i>r</i> and <i>s</i> blends
_____	Identifies literary qualities (e.g., beginnings, endings, theme development, plot, character)	D2 Hard	_____	Uses initial three-letter blends
_____	Recognizes 85% of the common high-frequency words		_____	Represents plurals with <i>s</i> and <i>es</i>
_____	Recognizes multisyllable words		_____	Writes coherently on topic
_____	Consistently uses punctuation in reading for meaning and with inflection	D3 Easy	_____	Uses hard and soft <i>c</i> and <i>g</i> appropriately
_____	Demonstrates ability to read and interpret different grammatical styles	D3 Med	_____	Uses vowel diphthongs (e.g., <i>oi</i> , <i>oy</i> , <i>ou</i> , <i>ow</i>)
_____	Consistently reads and understands complex word and sentence structure	D3 Hard	_____	Spells some digraphs correctly
_____	Synthesizes information from text		_____	Spells <i>r</i> -controlled vowels correctly
_____	Increases comprehension of text through questioning and discussion		_____	Uses capitalization rules
_____	Begins to analyze nonfiction authors' purpose, intention, and credibility		_____	Uses punctuation regularly
_____	Recognizes 100% of the common high-frequency words		_____	Uses longer, more grammatical sentences
			_____	Generalizes suffixes (e.g., <i>-ed</i> , <i>-es</i> , <i>-ing</i>)
			_____	Spells many vowel digraphs correctly
			_____	Spells prefixes and suffixes correctly
			_____	Makes most sentences flow and separates with correct punctuation
			_____	Writes stories with a beginning, middle, and end
			_____	Integrates development of ideas into paragraphing skills
			_____	Spells vowel diphthongs correctly
		D4 Easy	_____	Uses spelling rules and generalizes to multisyllabic words
		D4 Med	_____	Understands that each syllable has a vowel
		D4 Hard	_____	Uses spelling patterns with vowels regularly (e.g., silent <i>e</i> , digraphs)
			_____	Uses different genres appropriately
			_____	Spells most high-frequency words correctly
			_____	Spells words with irregularities correctly (e.g., <i>-le</i> , silent letters)
			_____	Writes with focus and clarity in presenting ideas

Early Fluency Reader




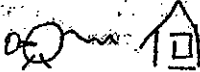

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_____	Tells story using pictures	A2 Hard	_____	Draws pictures with letters	Mmmmm
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_____	Recognizes some common words	A4 Easy	_____	Copies environmental print	MC DONALD
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	Knows that text does not change from one reading to the next	B1 Med		Copies words	I LIKE ME
	Has concept of word			Uses letters to communicate	
	Shows phonemic awareness	B1 Hard		Uses some initial consonants to represent words	M N M S
	Knows alphabet letters and sounds	B2 Easy		Uses initial consonants regularly to represent words	prq
	Recognizes high-frequency words	B2 Med		Uses early phonetic spelling	
	Shows increasing vocabulary			Shows evidence of sentence structure	My fav
	Matches spoken words with text	B2 Hard		Shows evidence of editing (e.g., self-corrections, rewriting)	
	Represents final consonants	B3 Easy		Uses multiple sentences to convey message	I eat BK's
	Consistently reads own writing			Demonstrates in writing a sense of story	
	Perceives patterns in print	B3 Med		Represents final consonants	
	Retells stories in own words	B3 Hard		Represents some medial consonants	
	Reads aloud to self			Places spaces between words some of the time	cdt
	Makes predictions about stories	B4 Easy		Represents vowel sounds	I like T.
	Notifies punctuation	B4 Med		Places spaces between words regularly	My Name
		B4 Hard		"Writes" independently	BA 4 N
				Uses both uppercase and lowercase letters	
				Uses inventive spelling much of the time	
				Understands that a sequence of letters represents a sequence of sounds	
				Correctly spells some high-frequency words	

C = 1st grade

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_____	Recognizes 50% of the common high-frequency words	C1 Hard	_____	Spells many high-frequency words correctly
_____	Recognizes regularly spelled one- and two-syllable words		_____	Represents initial blends
_____	Generally uses punctuation in reading for meaning and with inflection		_____	Begins to adjust own rules to spelling conventions
_____	Recognizes whether words make sense in context	C2 Easy	_____	Uses some punctuation
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_____	Extends or modifies stories		_____	Incorporates beginning and subsequent events in stories
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_____	Articulates new information gained from reading and connects to personal experience and other text		_____	Uses silent e rule more frequently

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D ≥ 2nd grade

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_____	Recognizes when interpretation of text does not make sense and rereads	D1 Hard	_____	Writes on different topics
_____	Reads a variety of topics		_____	Demonstrates early paragraphing skills
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